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Work-Integrated Learning, Accessibility, Accommodations (WILAA)

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AcTinSite (2020-2023).



AcTinSite Research Project Material

AcTinSite Design Charrette Participant Handbook

Published June 2021

Summary

AcTinSite ran a Design Charrette in June 2021. A design charrette is a collaborative process that facilitates creative activities to have stakeholders make innovative solutions for a problem. AcTinSite's design charrette gathered disabled students, access professionals, instructors, administrators, and mentors (from colleges, universities, and placement sites). There were between 15 and 25 stakeholders at any of the four days the event occurred. Before the event, a participant handbook is shared with stakeholders and has relevant details for the Design Charrette.

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AcTinSite Partners



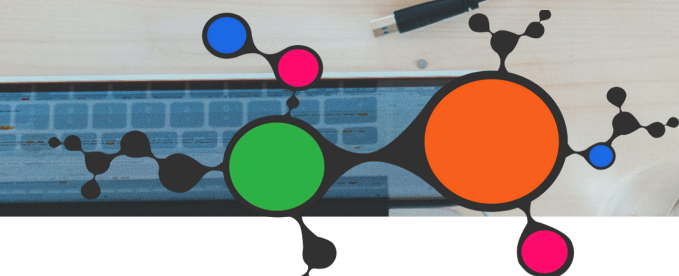
UNIVERSITY OF
TORONTO



Sunnybrook
HEALTH SCIENCES CENTRE

SickKids

THE HOSPITAL FOR
SICK CHILDREN



AcTinSite

PARTICIPATORY DESIGN CHARRETTE SERIES

June 9, 11, 15, 17th 2021

WELCOME
BIENVENUE

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WELCOME

Welcome to the AcTinSite Participatory Design Charette! AcTinSite stands for Accommodation To include students with disability in practicum Sites. This design charrette process is about collaboration and designing improved accessibility for practicum health education placement sites. In addressing on-going challenges to accessibility and accommodations, our aim is to ensure and enhance diversity, equity, and inclusion in health care education.

This collaborative charrette process brings together many different kinds of expertise, including practical, experiential, and academic, from across several institutions - York University (YorkU), University of Toronto (UofT), George Brown College (GBC), Sickkids and Sunnybrook. Over the next 10 days the participants will work together to brainstorm ideas and develop possible strategies to tackle the challenges of access in practicum placements for Students with Disabilities (SWD).

We are really excited to have you on board, and want to thank you for being part of this important process!

PROJECT PARTNERS



SICKKIDS HOSPITAL

<https://www.sickkids.ca/>



SUNNYBROOK HOSPITAL

<https://sunnybrook.ca/>



YORK UNIVERSITY

<https://www.yorku.ca/>



UNIVERSITY OF TORONTO

<https://www.utoronto.ca/>



GEORGE BROWN COLLEGE

<https://www.georgebrown.ca/>



WHAT IS ACTINSITE?

AcTinSite is a multi-centered interdisciplinary research study about accessibility in educational placements. Aiming to enhance the learning experience of SWD in healthcare practicum sites, it is a collaboration between three postsecondary schools, two hospitals (practicum sites) and SWD to co-design and explore the extent to which we can facilitate improved processes of accommodation for SWD. Ultimately to identify problems in the current systems and processes, shift ideas about disability, accessibility, and accommodations, and bridge access to needed resources.

What is a Charrette?

A digital charrette is a collaborative and creative process that brings together diverse stakeholders to develop innovative solutions to complex problems. Through brainstorming and discussion, multidisciplinary teams use digital tools (i.e. Miro, Zoom) to realize concepts and offer innovative solutions addressing specific challenges. Participants are encouraged and guided to use design thinking methodologies and collaborative design practices to gain new perspectives that can generate innovative outputs, whether it be strategies, processes or products. In order to actively participate, it is important that you have access to a computer (optional: mic and camera), and reliable internet. Though facilitators will be present to help capture your thoughts, there will be moments of typing, and screen sharing, with the option to contribute anonymously, should you choose to do so.

How are we recording your data?

The digital charrette is held online and all sessions will be recorded. The participants, with the option to participate completely anonymously, can take part by contributing to the conversations, engaging in the facilitated online activities, and sending messages through public and direct messaging channels. All public interactions and information exchanged will be collected and anonymized to be analyzed and synthesized as research data for the AcTinSite project. No identifiers will be carried forward to any of our findings and final reports. Further information regarding data collection, recording, and anonymity is available in the information sheet.

Refer to pg. 20 for Accessibility Guidelines for Online Platforms





AcTinSite aims to increase the accessibility of placement sites and help improve processes of access to accommodations for students with disabilities. Through this project we aim to shift disability, accessibility, and accommodations in practicum sites.

OVERVIEW

Designing Together

Over the course of four sessions, the AcTinSite design charrette is an opportunity for educators, clinicians, managers, supervisors, and students to come together to:

- Identify challenges that different stakeholders face,
- Discuss and ideate how to address the challenges, and
- Present a slate of interventions and solutions to increase the accessibility of placement sites and help improve the process of accommodations.

We are committed to making sure everyone's voice is heard and respected in this process. In engaging in the charrette activities, all the participants are encouraged to listen and learn from others in different roles, and their individual experiences with existing accommodations processes. The charrette will use co-design principles to ensure that each person present is heard. We will design together, to ensure the results meet the needs of our stakeholders and are usable. We will re-think accessible education placement components to address the needs of all stakeholders and begin to tackle complex systemic challenges.

Each session is designed to build on one another so it is important to participate in all four sessions. However, for those who are unable to do so, the AcTinSite team will provide a summary overview of the previous sessions. This will be a good opportunity to catch up, and ask questions so anyone can jump right in.

BACKGROUND

Understanding the Current Accomodations Ecosystem

Through an extensive research process, the AcTinSite team has analyzed institutional documents and synthesized interviews to understand the existing accommodations ecosystem at large, as well as to identify gaps and areas for improvement.

The charrette is an opportunity for us to understand the ecosystem from the individual experiences and multiple perspectives of the stakeholders directly involved. Together, we can get a better sense of the ecosystem and its realities, to begin designing for the diversity and universality of access needs.

Setting the Context

Through an extensive research process, the AcTinSite team has analyzed institutional documents and synthesized interviews to understand the existing accommodations ecosystem at large, as well as to identify gaps and areas for improvement.

The charrette is an opportunity for us to understand the ecosystem from the individual experiences and multiple perspectives of the stakeholders directly involved. Together, we can get a better sense of the ecosystem and its realities, to begin designing for the diversity and universality of access needs.

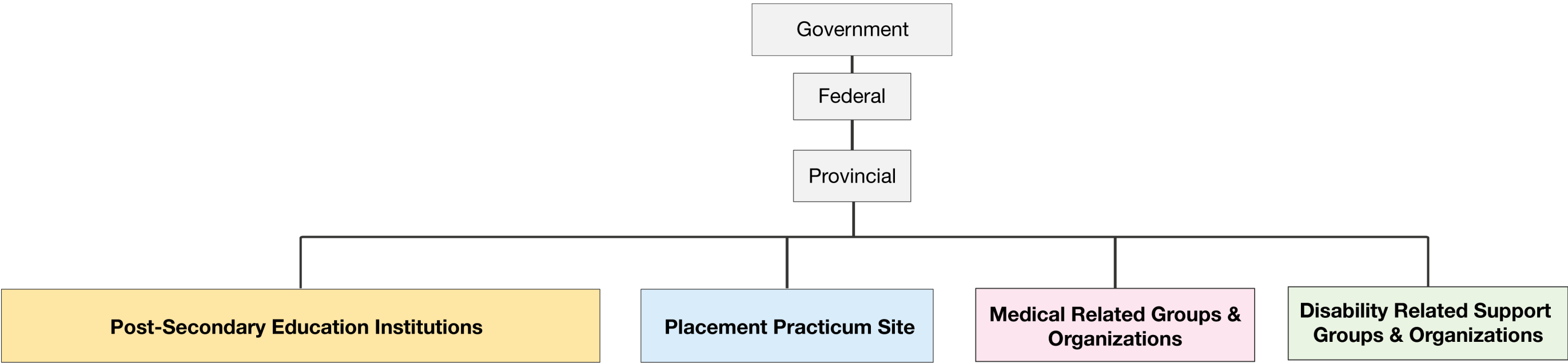
Who are the stakeholders involved?

Accessible learning and accommodation are systemic processes involving multiple stakeholders, including individuals and groups in government, post-secondary education institutions, placement/practicum sites, and support groups and organizations.

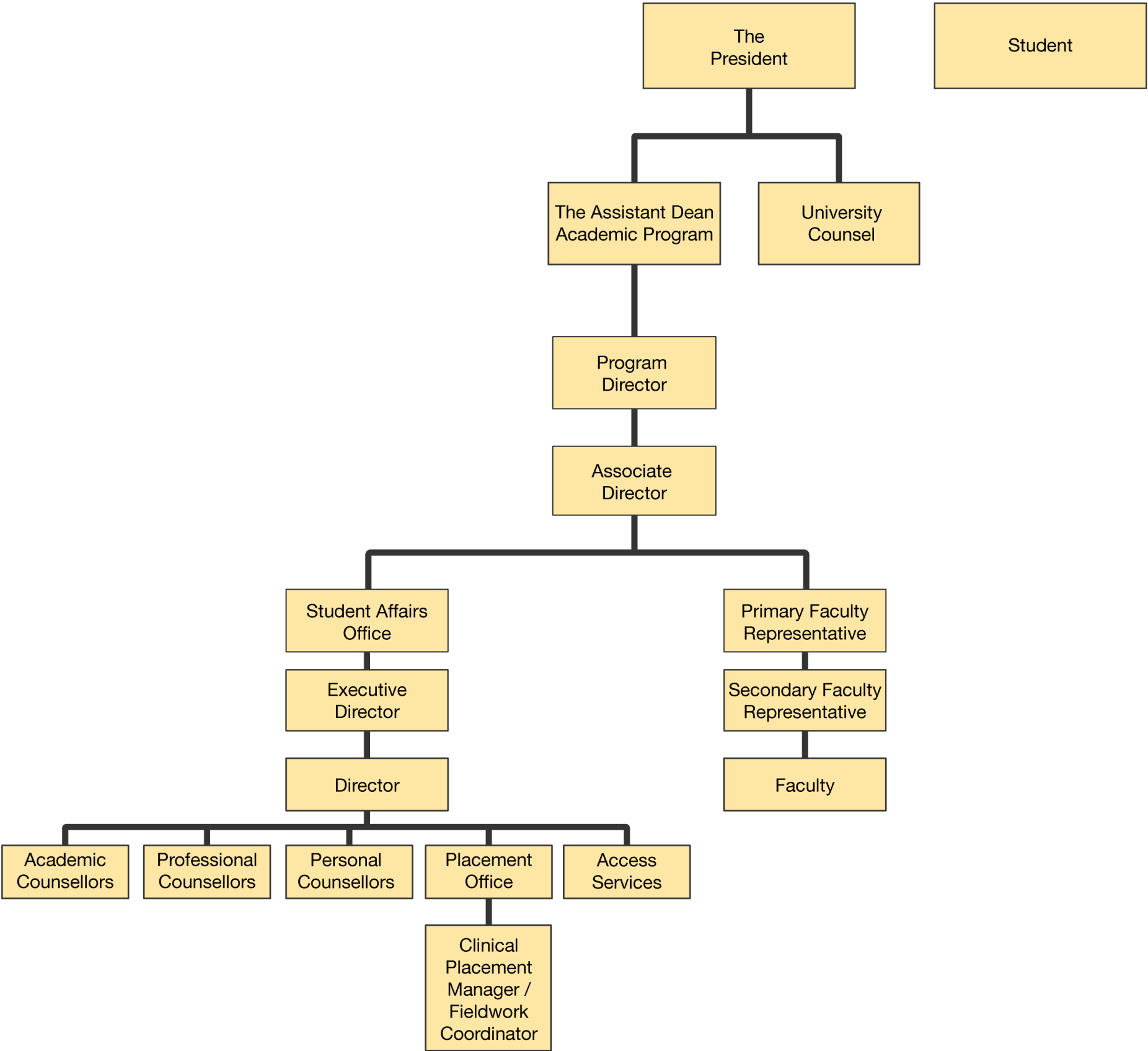
Through our analysis, we identified three key stakeholders; students, faculty, and institution, in which 78% of resources had processes associated with the student, 63% with faculty, and 54% with institutions. This indicates that within the current ecosystem, the student alone is largely responsible for their own accommodation process.

This is a multidisciplinary problem.

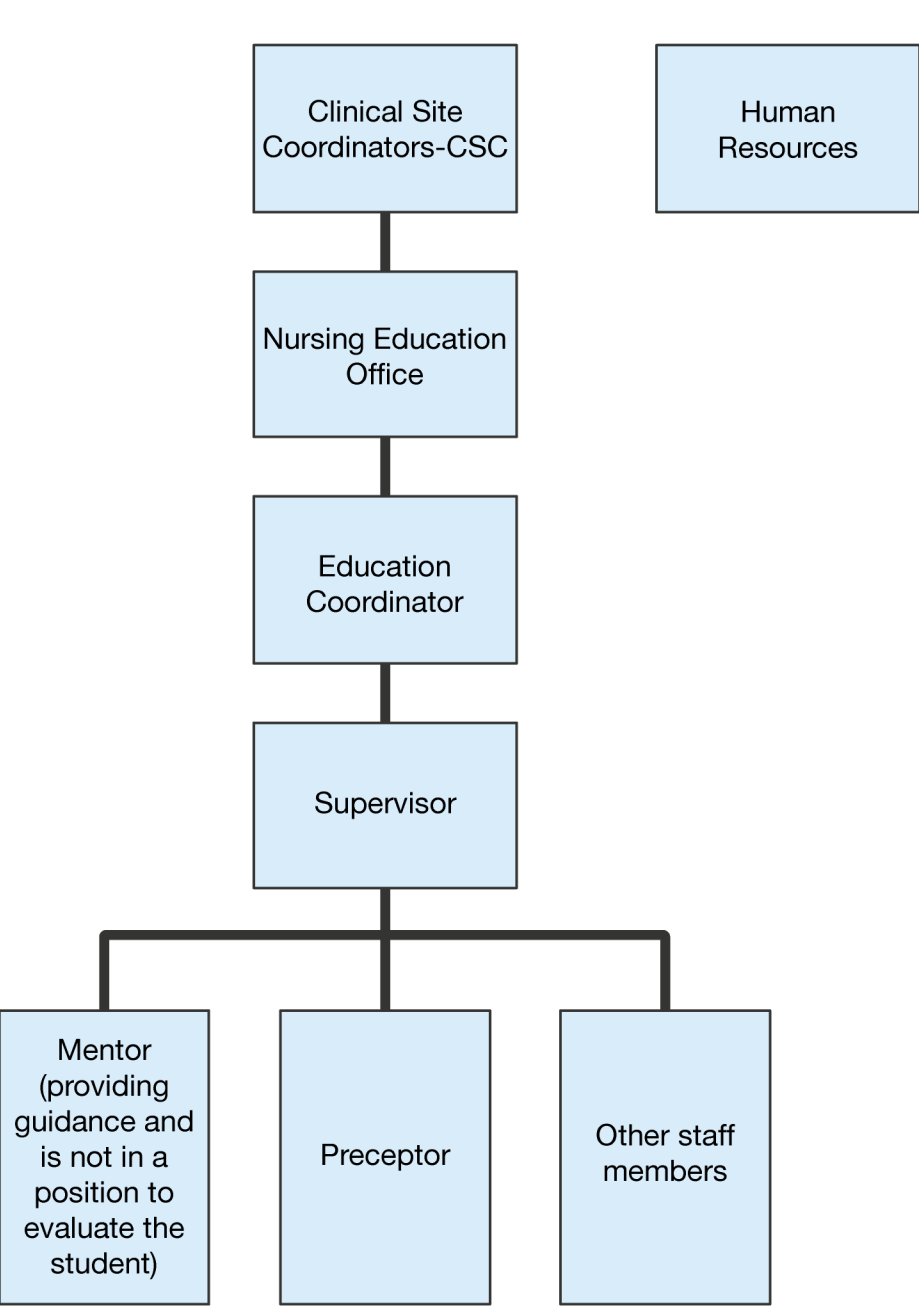
The accessible learning process is a complex system and changing the capacity of a complex system requires shifts in social and material environments. A collaborative multidisciplinary approach is needed to co-design an intervention that addresses communication, connection, and knowledge. As this is a system-wide implication in education and employment, it requires a variety of institutional actors to consequently shift social and cultural ideas about disability in the practicum site.



Post-Secondary Education Institutions



Placement Practicum Site





UNDERSTANDING THE ACCOMOCATION SYSTEM

This system map is a visualization of the accessible learning process in clinical field placements for post-secondary nursing students with disabilities, strictly as prescribed in secondary sources and documents of various kinds (e.g. policies).

It is a birds-eye-view of the actors and steps required in the process, that aims to show how the actors and subsystems involved are interconnected and relate to one another. The system map was developed to map out the system as described in literature and resources, therefore is only a map of the system as imagined by regulations and policies.

The reality of the system varies greatly and students use many other tools and resources to assist them with their learning. The process of accommodation is ultimately a unique process that depends on the specific needs of the individual, and the accommodations available and deemed reasonable within each institution (schools and curriculum). This map shows the general process of accommodation at the high-level based on secondary resources.

HOW TO USE THE SYSTEM MAP

Please zoom into the system map to view the different components

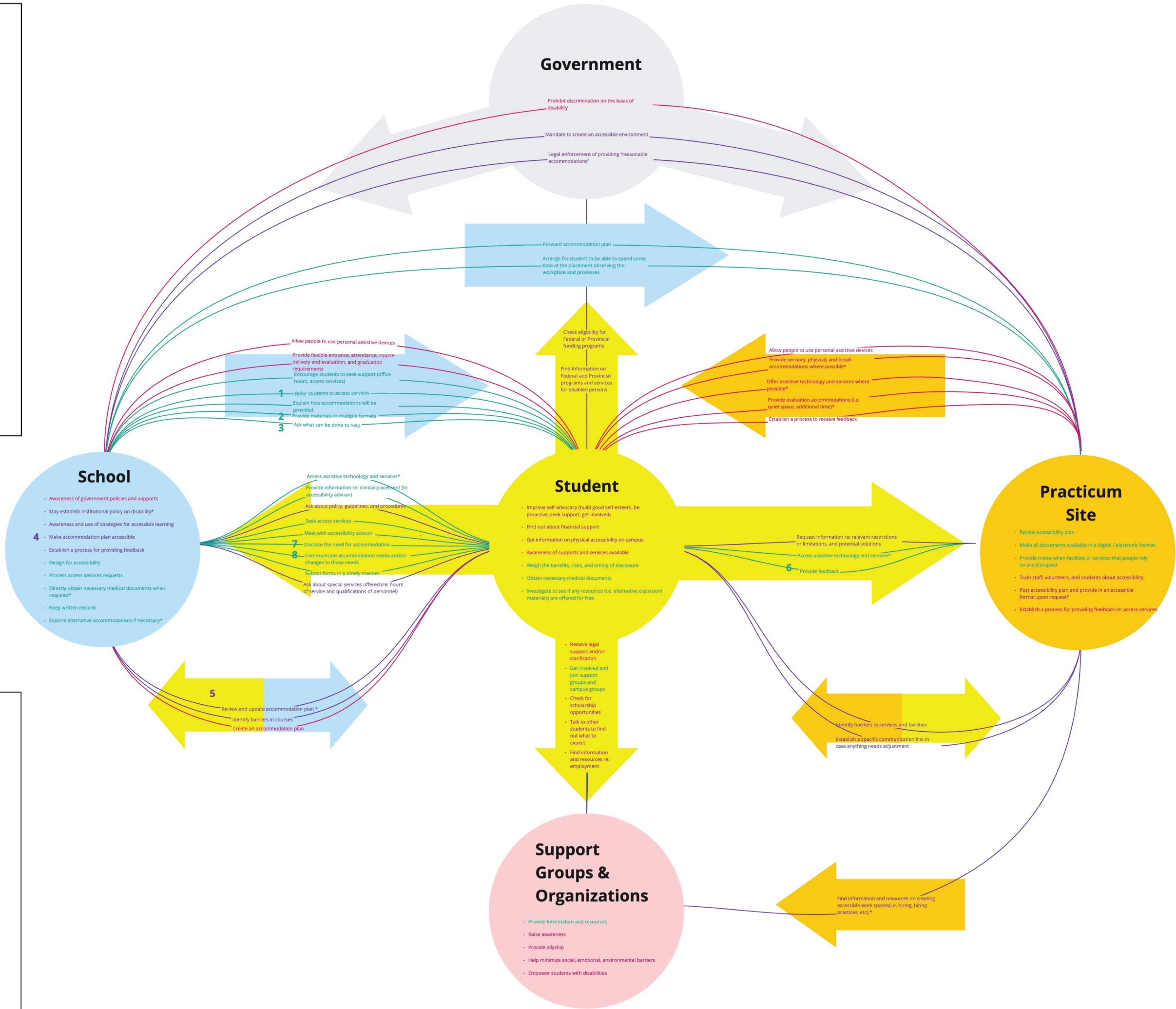
Throughout the charrette, the systems map is intended to serve as a **design tool** to:

- Aid in **understanding the 'current state'** of the accessible learning process;
- Help **identify gaps** in the system by being able to indicate where the actual experience of the accessible learning process differs from what is prescribed, and/or areas of challenges as is experienced.
- Evolve the map to help demonstrate and **visualize what the 'future state'** of the accessible learning process should be.

Refer to Appendix (B) for examples.

Touch Point Instructions

- 1
- Refer the student to the Accessible Learning Services [website](#)
- 2
- Provide information regarding policies, procedures, rights and responsibilities to students with disabilities in [accessible formats](#) upon request
- 3
- Offer to [meet privately](#) with the student, or [email](#) the student directly, and establish a means of providing accommodations
- 4
- The accommodation plan is sent out to faculty via [email](#) which will provide them with a link to be able to access the accommodation plan online through the [institution website](#)
- 5
- Faculty will be notified via [email](#) if any changes are made to the accommodation plan of a student in their class
- If faculty has any questions about the accommodation plan or is concerned that an accommodation may impact the academic integrity of their course, they should [contact the Accessibility Consultant](#)
- 6
- Feedback may be provided in [person](#), in [writing](#), by [email](#) or by [telephone](#)
- 7
- [Script](#) your disclosure. Write it down and have it critiqued. Run through it with friends who are employers, with people in the working world
- 8
- Students should make their accommodation needs known to the best of their ability, preferably in [writing](#)





CHALLENGES TO ADDRESS

As an integrated process involving multiple stakeholders from various groups, there are many complex and layered challenges to be addressed in creating accessibility and providing accommodations.

For the purpose of this charrette, we will focus on challenges in three key areas: stigma, disclosure, and barriers of time.

Stigma

Stigma is a complex phenomenon that can be objective and/or perceived, due to stereotyping, prejudice, and discrimination, that can be internalized, with significant negative impacts to individuals, groups, and systems.

- **Stereotyping:** the process of applying a general or oversimplified view of a group or an individual
- **Prejudice:** Unfair and negative attitude directed toward a group or an individual based on stereotypes
- **Discrimination:** Unfair and prejudicial treatment of a group or an individual to exclude or disadvantage.
- **Internalization:** The individual or group facing stigma associating the negative stereotypes, prejudice, and discrimination with their self-identity.

A common stigmatizing attitude to address in the context of accessibility is the stereotyping, prejudice, and discriminatory toward people with disabilities in health professions— and can manifest through questioning the ability of the individual with disability to self-regulate, or the lack of trust in the safety of their practice.

Another notable challenge is the internalized stigma held by SWD— where it may lead individuals to believe that disclosing their disability through the accommodation process would make others think less of them, or have the tendency to self-blame for their challenges in believing that they should have ‘just worked harder’.

“There’s a kind of culture in nursing where the old eat their young. Sometimes the older nurses will make negative comments toward people with disabilities, but they weren’t always like this. Over the years, they are often jaded by interpersonal conflicts and burnout. Sometimes what they see is that they’re exhausted but nurses with accommodation don’t seem nearly as tired as they are, and that could easily result in putting blame or as negative attitudes and comments.”

- Gillian, Placement Supervisor

Disclosure

There is an internal process of disclosing disability as well as a systemic process within post-secondary education institutions. Disclosure ensures more transparent communication with the institution and practicum site during placement. It makes space for formal accommodations and gives a sense of security to the student when paired with their placement.

In many health professional programs, students are required to self-identify to their regulatory body which can affect their ability to practice.³ Despite the positive outcomes that come with disclosure, students with disabilities frequently feel stigmatized for disclosing their need for accommodation.³ The process is complex, which can be overwhelming, and not without its barriers (e.g. stigma) that can make it difficult to disclose. Currently, there is also the lack of consideration for accessible education that do not require disclosure.³

“Often what happens is that students realize after the fact, or they might be, in the middle of their placement and they’re realizing that they’re struggling and then finally, the fieldwork instructor can recommend that they go talk to accessibility services so that accommodations can be put in place. But I think sometimes there’s a misperception that they’re going to be disadvantaged in some way or they’re not going to get a good placement, or someone’s going to get upset with them and they’re going to be seen as different.”

- Alia, Lead Healthcare Staff

Barriers of Time

Facilitating access takes time, with forms, applications, and meetings that have to be completed in a timely manner, adhering to institution specified deadlines. However, SWD may not wish to, or see the need to disclose until at a later point in their academic or placement timeline, that must be accounted for.

In addition, it also seems that the time needed for the process of accommodation is not supported by the institutions, which can contribute to discouragement and potentially lead to burnout.

“To be honest, I feel bad for some of the students with accommodations because it takes time to make all the arrangements. You have to think of the fact that students often have a heavy course load and workload in the program, and then you’re asking them to go to their doctor and get a letter, go to accessibility services and talk with this counsellor, then you’re going to have to talk with the fieldwork instructor, then you may also be talking with the graduate student coordinator and then you may have to have a little bit more time with your preceptor to talk through this, or to figure out where the space for accommodation is going to be, or to ask for time off because you have to get to your counselling session.”

- Katie, Fieldwork Coordinator



CHARRETTE OBJECTIVE

Our aim is to engage participants meaningfully to produce a collection of ideas for innovative strategies aimed at improving accessibility and accommodations in practicum placements.

CONSIDERATIONS:

During the charrette process, all participants in their co-design teams should aim for strategies that consider:

- Access as something that is more than just accommodation. To explore how a fully accessible environment could be possible without the need for accommodations.
- Immediate actionable changes that could potentially be implemented right away, as well as long term systemic changes that are needed.
- Intersectional inclusion in fostering a cultural change and a paradigm shift in understanding diversity and equity for various identities and abilities to create truly inclusive spaces, rather than focusing on the mere presence of difference.
- Identifying the resources and the stakeholders required to support and potentially produce the innovative solutions generated through the charrette.

Itinerary

Session 1: 1PM-3.30PM
WEDNESDAY, JUNE 9

WELCOME & INTRODUCTION
1.00 - 1.10PM

PRESENTATION
Charrette Objectives, Research Insights
1.10 - 1.30PM

ICE-BREAKER
What do you see as your vision for change
in the accessibility of placement education?
1.30 - 1.45PM

BREAKOUT GROUPS BASED ON ENCLAVE
ROLES
Brain writing & Brainstorming of Challenges
1.45 - 2.30PM

BREAK
2.30 - 2.40PM

TEAM BASED BREAKOUTS
Discussion on the outcomes of Activity 1,
cluster & narrow down themes to take to
session 2
2.40 - 3.00PM

SHAREBACK
How different teams interpreted information
differently
3.00 - 3.20PM

CLOSING REMARKS
3.20 - 3.30PM

Session 2: 1PM-3.30PM
FRIDAY, JUNE 11

WELCOME & INTRODUCTION
1.00 - 1.10PM

PRESENTATION
Charrette Objectives, Day 1 Summary
1.10 - 1.30PM

TEAM BASED BREAKOUTS 1
Use the template provided to list needs &
opportunities
1.30 - 2.30PM

BREAK
2.30 - 2.40PM

TEAM BASED BREAKOUTS 2
Prioritize needs and opportunities for ide-
ation in Session 3
2.40 - 3.00PM

SHAREBACK
How different teams interpreted information
differently
3.00 - 3.20PM

CLOSING REMARKS
3.20 - 3.30PM

Session 3: 1PM-3.30PM
TUESDAY, JUNE 15

WELCOME & INTRODUCTION
1.00 - 1.10PM

PRESENTATION
Charrette Objectives, Day 1&2 Summary
1.10 - 1.30PM

TEAM BASED BREAKOUTS 1
Use the template provided to list needs &
opportunities
1.30 - 2.30PM

BREAK
2.30 - 2.40PM

TEAM BASED BREAKOUTS 2
Prioritize needs and opportunities for ide-
ation in Session 4
2.40 - 3.20PM

CLOSING REMARKS
3.20 - 3.30PM

Session 4: 1PM-3.30PM
THURSDAY, JUNE 17

WELCOME & INTRODUCTION
1.00 - 1.10PM

PRESENTATION
Charrette Objectives, Day 1-3 Summary
1.10 - 1.30PM

GROUP SHARE
Solutions Generated on Day 3
1.30 - 2.30PM

BREAK
2.30 - 2.40PM

GROUP TIMELINING ACTIVITY
Participants will place their ideas on a
timeline, to understand when they see them
being implemented
2.40 - 3.00PM

SHAREBACK
How different teams interpreted information
differently
3.00 - 3.20PM

CLOSING REMARKS
3.20 - 3.30PM

Tools & Techniques

HUMAN-CENTRED DESIGN

The Human-centred design (HCD) is a design philosophy that integrates multi-disciplinary expertise in pursuit of creating systems, products, equipment, technology, services, processes and environments that recognize and meet human needs and that are intuitive to use. At the centre of the Human Centred Design is the understanding of the human condition, both in its physical, psychological and biological constraints as it is affected by the design challenge that requires a solution/proposition.

MAPPING

Mapping is a graphic (and/or digital) visualization tool to understand and effectively communicate every aspect of the world, its underlying whole systems structure, and its individual components. Mapping includes valuable data, information, spatial relationships, typography, scale, colour, images, and annotations that can be understood in a simplified manner. Mapping is a fundamental tool, and can translate across contexts, borders and between disciplines becoming a navigational tool that guides a person through the content that has been mapped.

OFFERING MAP

The aim of an offering map is to describe in a synthetic way what the service offers to its users. There is not a standard format for this tool: the offering could be described by words or could be illustrated by images, but most frequently it is visualized through a graph. This instrument could support the elaboration of the service idea as well the development of some specific solutions, it could be a tool for the implementation of the concept but also for the communication of the service to the final user.

COMPARATIVE ANALYSIS

Comparative Analysis is a technique used to understand characteristics and properties and the relational difference and similarities between products, services, environments and systems. The process of Comparative Analysis can look at similarities, equivalences, performance measures and metrics. It can also include a framework of degrees of compatibility, comparability and uniformity. Comparative Analysis is grounded in context and focuses on the variables of difference of what is being compared/contrasted. Whole-systems thinkers utilize comparative analysis to examine product service systems to benchmark them against each other. Supersolutioning, which uses Comparative Analysis, is a design methodology that explores all possible configurations of proposed design solutions in order to understand how they solve design challenges. Comparative Analysis can be used to select the most appropriate design from a range of solutions and consolidate them into powerful design that may become a new Format.

PERSONAS

In user-centred design, personas are fictional characters created to represent the different user types within a target demographic that might use a service or product. Each persona assumes the attributes of the social group it represents: from social and demographic characteristics, to personal needs, desires, habits and cultural backgrounds. Personas are useful in considering the goals, desires, and limitations of users in order to help guide decisions about a service, product or interaction space, and put a human face to abstract information about potential users.

Creating personas also helps to prevent “self referential design”, where the designer or developer may unconsciously project their own mental models on the product design. Once a persona is established, scenarios should be created to visualize interaction with the design and address the issues that might arise when doing so. A scenario is a narrative that describes foreseeable interactions of types of users (personas) and the system, including the associated goals, expectations, motivations, action and reactions.

STORYBOARDING

Storyboarding is a technique used to communicate the various features of a design and can be used to test and evaluate ideas. The storyboarding process of visual thinking and planning can help generate and grow ideas and build consensus inside the group. Storyboards are normally presented as a series of ‘frames’ – a series of drawings or pictures –that communicate a sequence of events such as a customer experience. Storyboarding allows designers to experiment with changes in the story line to evoke stronger reaction or interest.

Drawing frames separately on postcards or ‘Post-its’, designers can re-order them to experiment with changes in the story line and play around with the sequence of events. Storyboarding can be used at many points during the design process to stimulate a focused discussion about key features, imagine detailed interactions, gain useful insights for the prototyping phase and to provide detail for more complex features. It can also be used to depict scenarios graphically or to plan a narrative structure for a presentation.

STORYTELLING

Stories can be used to inform, persuade, encourage, motivate, teach and share. In the design process storytelling is not only used to clearly communicate ideas, but as a method that can be used to explore idea generation, prototyping, and translate meaning into a more accessible message. A story can be portrayed in a written format. It can also be expressed visually, verbally, in three dimensional model form, and in many other experiential formats. Storytelling is a design tool that can be used for extensive information gathering by collecting stories about previous projects that are complex and involve multiple stakeholders. In an integrated design process, it can be a tool that supports co-design.

SCENARIO PLANNING

Where a persona characterizes a user's needs, goals, and motivations, scenarios are used to animate the persona through a realistic, yet fictional event that places the designers in the world of the user. Scenario planning in design practice refers to the creation of a hypothetical narrative illustrating an event or series of events. A scenario puts the design into context and tells us why users need a design, what users need the design to do, and how they need the design to do it. Scenarios identify the critical functionality of a design, and can help to reveal opportunities to improve efficiency or remove obstacles. As a result, scenario planning can cut development time in half. Scenario planning is most often performed early in the design process to help orient the design team.

TEMPORAL FRAMEWORKS

Temporal Frameworks is a tool that explores evolving patterns of values to understand the guiding philosophical paradigms that influence how society evolves. By charting changing value sets over time, at societal level, designers can create a panorama to analyze, reflect upon, and as a source of provocation or inspiration. Temporal Frameworks allow designers to examine meaning, and value structures that are at work in society in order to situate their own new design solutions in evolving contexts.

USER SCENARIOS

Once a persona is established, a user scenario can be created to visualize an existing or proposed interaction between the persona and the scenario proposed. A user scenario is a hypothetical story of how a user experiences a design. User scenarios allow the designer to engage in empathy for the Persona to understand an experience of users like a storyboard. A user scenario of an existing condition should be critical to the purpose, function and explore both opportunities and constraints experienced by the persona. A user scenario used to prove the appropriateness of a proposed design solution should be comparative and demonstrate and reveal the value proposition of the design to have improved the existing conditions being more efficient, having removed obstacles or any other benefit.

Appendices



From Current State to Future State

Below are a few examples of how the system map can be used to ask questions that can move us towards a more accessible education model.

Example 1

The map shows us that there are more formal channels of communication between Institutional-level actors and the student, than the Institutional-level actors with one another. Therefore, we can ask the questions:

- How might we distribute the responsibility more evenly between the actors involved?
- How might we establish channels for more back-and-forth communication between all actors?

Current State

There are formal steps outlined to ensure the process of accessible learning is perceived as safe and secure by the student.

- Ideal State: How might we ensure that the actual experience of accommodation for the student is perceived as safe and secure?

Current State

Many of the steps in the process are interdependent, with the potential to either enable or hinder one another.

- Ideal State: How might we provide support for each actor to be able to effectively complete their required steps?

Current State:

There is no set standard or a single, direct source of information for the actors in knowing what to expect throughout the process

- Ideal State: How might we streamline all communication to the students on a platform for increased access and organization?
- Ideal State: How might we standardize a 'best practices' method of touchpoints to enhance the communication between actors?

Roles & Responsibilities

Accessible learning and accommodation are systemic processes involving multiple actors and should be a shared responsibility where actions are divided. The resource analysis identified three key actors; students, faculty and institution. Through our analysis, we discovered 78% of resources had processes/steps associated with the student, 63% were associated with faculty, and 54% were associated with institutions. This indicated that the student has the largest amount of responsibility for their accommodation. Apart from the key actors mapped above, there are several institutional actors involved in the process of accessible learning. These can be grouped into government, post-secondary education institutions, placement/practicum sites, and support groups & organizations.

Government

Federal and Provincial governmental bodies provide top-level regulations, resources and enforcement measures, paving the way for post-secondary institutions

Post-Secondary Education Institutions (PSE)

PSEs make institutional-level policies outlined in their public annual accessibility plans that meet governmental requirements. There are a number of departments and people that work to deliver the policies and services, outlined below.

- **Access Services** provides services for students with disabilities including academic and placement accommodation. Learning strategists are part of Access Services and directly help students develop strategies to improve their learning and study skills.
- **Instructors/professors** address disability and other forms of discrimination.
- **Fieldwork coordinators** provide students with fieldwork/placement opportunities and work with accessibility advisors for registered students with disabilities.
- **On-campus supports** include orientation programs, peer-mentoring, tutoring, support or social groups, student health center, counselling, peer-tutoring/writing/academic centers, library, academic advisors, aboriginal center, first-generation center, international student center, career services, and childcare center.

Students

Individuals requesting accommodation receive formal accommodations, disclose their disability to access services and/or instructors, engage in self-advocacy, understand program criteria and how they fit into it, meet with learning strategists and mentors, request new placement settings if needed, and consult with an accessibility advisor.

Placement/Practicum Site

Have a number of actors including:

- Clinical Supervisor
- Preceptor
- Mentor (to provide guidance and is not in a position to evaluate student)
- Student Coordinator
- Staff
- Human Resources

Complying with federal and provincial regulations, claiming undue hardship if needed, documentation of accommodation requests, providing disability awareness training to employees, communication of essential criteria for the placement setting, receiving accommodation plans, provide opportunities for students to observe the work environment, provide additional time for students, allow students to use assistive devices, meet with registered students.

Support Groups & Organizations (Outside Post-Secondary)

Provide wide-range of services to people with disabilities, access to education and employment, providing tools for students in work-integrated learning, facilitate discussion and advocate on a wide range of university issues as well as co-ordinate a number of shared services.

Medical related organizations enhance post-secondary institutions with their capacity to support student mental health and well-being, provide networking and support, provide disability-related resources and tools, disseminate leading practices to facilitate access and opportunity for people with disabilities.

Scholarships and Bursaries

Provide financial support for students with disabilities. This is a multidisciplinary problem. To enhance the learning experience of students with disabilities in healthcare practicum sites which can consequently increase diversity, equity, and inclusivity of health-professional education & practices, a collaborative multidisciplinary approach is needed to co-design an intervention that addresses communication, connection, and knowledge. As this is a system-wide implication in education and employment, it requires a variety of institutional actors to consequently shift social and cultural ideas about disability in the practicum site.

ACCESSIBILITY GUIDELINES FOR ONLINE PLATFORMS

At any moment during the Design Charrette, ask your facilitator or anyone from the ActInSite team if you have any access needs that are not being met.

Zoom Set-Up

Please, follow these guidelines when setting-up your zoom for the design charrette. Note that the second and third options only relate to the zoom host.

Name & Role

- To make it easy for participants to know who you are and your role we ask that you put the name you prefer to go by, your role, and your pronouns (if you want to).
- You can set-up your display name in zoom before the design charrette session by going to your profile, editing your name in the profile, and filling in the display name section.

Closed Captioning

- Communications Access Realtime Translation (CART) is an accessibility tool that is useful to people with several different kinds of disabilities. Through York we have access to automated transcriptions, which while not the best solution, is one we can use with minimal cost. In order to view the Closed Captioning, you can find the “CC” button on the bottom panel of your Zoom and click on “Show Subtitles”.

Below are the accessibility needs that we all AcTinSite personnel must do to ensure accessibility of the design charrette.

Hide Self View: You can hide your self-view. This is done by pressing the ... (ellipses) in the right-hand corner of your personal video. Then choose the option that says hide self-view.

Video Options: The design charrette sessions are being recorded. Facilitators will let you know when they start recording and if you don’t want your video recorded you can keep it turned off.

MIRO

We will be using MIRO for some of the group activities. A facilitator will be placing your ideas on the board, although you will have the option of going into the Board if you want.

There is no closed captioning available in Miro. To enhance Miro’s accessibility, a facilitator will share their screen, and be present to guide and support all the activities.

Miro Anonymity Guidelines:

1. Please ensure you are signed out of your Miro account, or signed into an account linked to your anonymous email.
2. If you are unsure if you are signed out, please use a private or incognito window to click on any links shared during the charrette.
3. You can leave the auto-generated name, or add your anonymous name when/if prompted.

Facilitator Accessibility

Introducing Miro Board

1. The facilitator will show you how to turn off seeing other folks’ cursors
2. Facilitator will introduce the Miro dashboard and the tools folks are encouraged to use.
3. Some participants might find the Miro board inaccessible, no matter what we do. To address these concerns we will offer two alternative ways for everyone to take part in an activity.
 - A google document where the people can do the same activity.
 - The facilitator will record verbal responses from participants and add them to the Miro board.

Feel free to watch this Miro tutorial in advance:

https://www.youtube.com/watch?v=pULLAEmhSho&ab_channel=MiroMiro

Google Doc Accessibility

Please follow this guide to enhance accessibility in google documents:

<https://support.google.com/docs/answer/6282736/accessibility-for-docs-editors-computer?co=GENIE.Platform%3DDesktop&hl=en>

References

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